



HEREWARD HOUSE SCHOOL

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Anti-Bullying Policy

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Our School's Aims

At Hereward House we aim to provide a warm, welcoming and safe atmosphere in which every child can thrive and feel comfortable. Whilst embracing the highest academic aspirations for our boys, we believe that a school should not be an exam factory. We strive to create a stimulating, purposeful and happy community, where every child feels valued and secure. We aim to be a school where boys will be encouraged and assisted to develop academically, morally, emotionally, culturally and physically. It is our belief each one should enjoy his school days and reflect upon them with pride, pleasure and affection. We are preparing boys not just for senior school, but for life.

1. Introduction

1.1 Bullying, in any form, is not tolerated at Hereward House School. Therefore, the cardinal aim of this policy is to prevent bullying. Anyone involved in bullying should be aware that steps will be taken to stop or prevent it.

1.2 This policy takes due regard to DFE Guidance: *Preventing and Tackling Bullying (July 2017)*, *Cyberbullying: Advice for Headteachers and School Staff (2014)* and The Equality Act 2010.

1.3 Bullying is serious. Bullying makes the lives of its victims a misery: it undermines their confidence and self-esteem, destroys their sense of security, and causes psychological damage and even suicide. It should be remembered that although bullying is not a specific criminal offence, there are criminal laws that apply to harassment and threatening behaviour.

1.4 Bullying is behaviour by an individual or group, repeated over time that intentionally or recklessly hurts another individual or group, either physically or emotionally. It is often motivated by prejudice against particular groups. Bullying could be in the form of:

- Physical bullying: hitting, kicking, taking belongings;
- Verbal bullying: name calling, sarcasm, teasing, making offensive remarks or insults;
- Emotional bullying: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours or subject to threatening gestures.
- Cyber bullying: email and internet chat room misuse, threatening calls or texts, unpleasant remarks on social media, deliberate exclusion from online group conversations. (See E Safety Policy)

1.5 Bullying may be because of individual characteristics that make someone different or it may be motivated by prejudice against particular groups (racial, religious, cultural, sexist or sexual, gender, LGBT, Special Education needs and disability or because a pupil is adopted or lives with a carer.)

1.6 It is important to distinguish occasional verbal (or even physical) scuffles from bullying. The former is an unfortunate part of life for all people, both children and adults. Bullying is different because it is premeditated, sustained and wilfully hurtful. Bullying is menacing

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because of its desire to undermine the confidence and cause unease in one perceived to be weaker or isolated.

- 1.7 Staff must be aware of the possible signs that a boy is being bullied: he may be withdrawn, change his friendship group, be unwilling to attend school, want to stay away from certain areas of the playground or school, or his work may suffer. Boys who are bullied may even bully others or misbehave, in an attempt to fit in.
- 1.8 This policy is largely concerned with pupils bullying pupils, but adults can bully pupils, a matter dealt with in the *Safeguarding and Child Protection Policy*. It is important that adults set a good example to pupils by behaving in a kind and reasonable manner towards each other.
- 1.9 This policy applies to the whole school, including those within the EYFS setting.

2. Aims and Objectives:

- 2.1 This policy aims to produce a consistent school response to any bullying incidents that may occur.
- 2.2 We aim to make all those connected with the school aware of our opposition to bullying, and we make clear each person's responsibilities with regard to the prevention and eradication of bullying in our school. Teaching and non-teaching staff and parents should understand what bullying is and what can be done to prevent it.
- 2.3 Bullying is wrong and damages individual children. We therefore do all we can to prevent it, by developing a school ethos in which bullying is regarded as unacceptable. This policy is set out to demonstrate that the school takes bullying seriously and that it will not be tolerated.
- 2.4 We aim, as a school, to produce a warm, welcoming and safe environment where all can learn without anxiety.
- 2.5 This policy sets out the roles and responsibilities of staff and parents and the procedures they are expected to follow to identify and prevent bullying amongst pupils, staff and parents.

3. The Role of the Headmaster:

- 3.1 It is the responsibility of the Headmaster, in conjunction with the Deputy Head, to check the school anti-bullying strategy is implemented and to ensure that all staff (teaching and non-teaching) are aware of the school policy and know how to deal with incidents of bullying.
- 3.2 The Headmaster and the Deputy Head ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour in this school. For example, if an incident occurs, they may decide to use Assembly or form time as a forum in which to discuss *in general* with other pupils why this behaviour was wrong.

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- 3.3 The Headmaster and the Deputy Head set the school climate of mutual support and praise for success, so making bullying less likely. When boys feel they are important and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.
- 3.4 The Headmaster takes action against persistent or serious bullying, or to prevent minor cases developing into something more serious. He may talk to the accused, invite parents into school or, in the most serious cases, suspend or expel an offender. At all times, the Headmaster is responsible for assessing the seriousness of the situation and determining the best course of action.
- 3.5 Where incidents of bullying have occurred, the Headmaster and/or Deputy Head will follow up within two weeks and again within the following half-term to ensure that there are no repeat incidents.

4. The Role of the Teacher:

- 4.1 It is vital that all teachers, especially Form Teachers, are aware of the procedures set out in Section 6, below.
- 4.2 Teachers at Hereward House take all forms of bullying seriously, and intervene to prevent incidents from taking place. Teachers should keep records of incidents that happen by completing the bullying incident report form, and then, in the first instance, reporting to the relevant Form Teacher.
- 4.3 If teachers become aware of any bullying taking place between members of a class, the issue is dealt with immediately. This may involve counselling and support for the victim of the bullying, and punishment for the boy who has carried out the bullying. Time is spent talking to the boy who has bullied: it is explained why the action was wrong, and the school endeavours to help the boy modify his behaviour. The approach is designed to be personal, rather than mechanical. If a boy is repeatedly involved in bullying others, the teacher involved must follow steps 6.3 to 6.9 below.
- 4.4 It is important to stress that it is the behaviour we dislike, not the perpetrator. Support must be offered for both victim and bully. Bullies have sometimes been previous victims.
- 4.5 Teachers attempt to support all pupils in their class and to establish a climate of trust and respect for all. Guidance is regularly given in PSHEE lessons, Form Time, and through ad hoc discussions and assemblies. By praising, rewarding and celebrating the success of all boys, and avoiding favouritism, we aim to prevent incidents of bullying.
- 4.6 Teachers on duty are important monitors of the playground. Any suspicions should be acted on immediately. It is also crucial that teachers remain aware at other times when bullying

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could take place (for example, on the way to Games or on school trips), and arrive promptly for lessons.

4.7 Teachers are given the opportunity to attend specialised courses that understand the need of pupils, including those with special educational needs or disabilities; and LGBT pupils.

4.8 In the Junior School, the Head of EYFS and Head of Junior School liaise closely with the Deputy Head. The Head of Middle School liaises regularly with the Deputy Head.

5. The Role of Parents:

5.1 Parents concerned that their son is being bullied, or who suspect that he may be the perpetrator of bullying, should contact their son's Form Teacher in the first instance.

5.2 Parents have a responsibility to support the school's anti-bullying policy and to actively encourage their son to be a positive member of the school.

5.3 Parents are asked to be vigilant to any signs of bullying whether inside or outside of school, and if, as a bystander, they happen to witness any incidents not directly related to their son.

6. Procedures:

6.1 At all times, everyone involved in bullying should not doubt the school's resolve to eradicate it.

6.2 Prevention is our aim. Being intolerant of unkindness, setting a good example and being proactive are essential. An anti-bullying message can be delivered by methods such as PSHEE, Form Time, Assemblies, projects, drama, stories, literature, and historical events, allowing discussion of differences between people and the importance of avoiding prejudice-based language.

6.3 Staff awareness is raised through training, so that the principles and procedures outlined within this policy are understood. Regular discussion takes place about the times and places bullying is most likely, leading to preventative actions being taken.

6.4 Boys must be encouraged to report bullying to their Form Teacher as soon as possible. This includes bullying outside of school and cyber bullying. The Form Teacher should listen, believe and act. Boys should be made aware that information may have to be used if action is to be taken. If it is a one-off, then the punishment may be a warning, Order Mark, detention or other sanction. The perpetrator should be made to tell the truth and accept his part in the situation; shifting the emphasis onto the actions or manner of the victim is not acceptable.

6.5 If bullying is reported to a teacher (perhaps a trusted figure) other than the Form Teacher, then the Form Teacher must be informed as soon as possible.

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- 6.6 Bully and victim should not be interviewed together.
- 6.7 Support must be offered for both victim and bully, depending on the individual case. Bullies have sometimes been previous victims. As stated in 4.4 above, it is the behaviour we dislike, not the perpetrator.
- 6.8 It is important that Form Teachers keep senior managers informed about cases of bullying. In the Junior and Middle Schools, the co-ordinators of that part of the school should be informed, as well as the Deputy Head. Senior School Form Teachers should inform the Deputy Head, who acts as co-ordinator of the Senior School. The Deputy Head will then discuss the matter with the Headmaster.
- 6.9 If bullying is suspected then the same procedures should apply throughout the school. This includes instances of cyber bullying and bullying outside of the school. (Please see specific guidance for staff in the *e-Safety and Cyber Bullying Policy*). The Headmaster or Deputy Head should be informed by the teacher or form teacher who first becomes aware of the situation. Detailed notes should be taken of the incident at this point. These notes should then be passed onto the Deputy Head and Headmaster, who will collate these records in the Bullying Incident folder, enabling patterns to be identified. Information including emails and conversations between boys and parents should be minuted and included. All information is then placed on the school server for easy access.
- 6.10 If the bullying takes place, then it is reported by the Form Teacher to the Headmaster and Deputy Head immediately, as well as mentioning the matter to the co-ordinator of that part of the school. If serious violence or threats have occurred, then immediate expulsion by the Headmaster is possible. Appropriate sanctions will be decided; a “contract”, listing targets and possible sanctions, may be drawn up. The ultimate sanction for repeated bullying is permanent expulsion.
- 6.11 The Deputy Head will keep a written record of allegations and action in the Serious Misbehaviour/Bullying Incidents folder on the server.
- 6.12 The Form Teacher is also responsible for mentioning any cases, or suspected cases, of bullying in the next Staff Meeting, so that all can be aware and vigilant.
- 6.13 The Headmaster or Deputy Head will talk to the bully, possibly issuing a formal warning and asking the boy’s parents to attend a meeting. A written record will be kept of the action and placed in the file of bully and victim in the New Office, as well as in the Bullying Incidents folder on the server. The Headmaster will follow up within two weeks and again within the following half-term to ensure that there are no repeat incidents. Records will be kept permanently to evaluate the effectiveness of the approach adopted and to enable patterns to be identified.

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- 6.14 Referral, with the consent of parents, to an Educational or Behavioural Psychologist, is also possible.
- 6.15 If bullying behaviour recurs, then the boy's parents will be formally warned; the next step will be suspension, then, if the bullying is severe and persistent, expulsion.
- 6.16 The Headmaster is responsible for assessing the seriousness of the situation and deciding on the best course of action after consultation with staff and boys involved. Through consultation with other members of the SMT, a decision will be made on whether to report a specific bullying incident to an external agency.

7. Safeguarding

- 7.1 Where there is reasonable cause to believe a pupil is suffering or likely to suffer significant harm, incidents will be treated as a child protection concern and will be dealt with under the School's Child Protection Procedures.

8. Monitoring and review:

- 8.1 This policy is monitored on a day-to-day basis by the Headmaster; the governors review its effectiveness annually.
- 8.2 The *Pupil Survey* also informs this document and teaching about bullying. This survey is an opportunity for boys to confidentially answer a series of questions (including ones about bullying) and to test their awareness of what to do if they were bullied.